

MAVEA Maine Learning Results/Curriculum Integration Project  
**Student Information System (SIS) – Instructor Help Manual**

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**To enter information about your assessments:** Select **Button H** on the main menu form.

The screenshot shows a Microsoft Access window titled "Microsoft Access - [OnAssessment Tool : Form]". The form is titled "Add / Edit Assessment Tool Form" and has a yellow background. At the top right is a "Main Menu" button. Below the title bar, there is a "Course" dropdown menu with "Horticulture" selected. The form contains several fields with labels in red: "Assessment Title" (text box with "Drooping Violets"), "Assessment Level" (dropdown with "Classroom"), "Assessment Purpose" (dropdown with "Summative"), "Test Category" (dropdown with "Brief Constructed Response"), "Test Type" (dropdown with "Fill in the Blank"), and "\*Confidence Level (Optional Field)" (dropdown with "Medium"). To the right of these fields is an "Active?" checkbox which is checked. Below the "Active?" checkbox are two buttons: "Create New Assessment" and "View a Current Assessments Report for This Course". At the bottom of the form, there is a red instruction: "To View other Assessment for This Course Please Use the Bottom Arrows." and a record navigation bar showing "Record: 1 of 4".

**Assessment Title:** Enter the name of your assessment – a descriptive title works best – for example: Unit Test on Electrical Theory rather than Unit Test 1

[Note- there is an alternate method for creating an assessment title at “Work with Graded Projects - Button J]

**Assessment Level:** Pull-Down Menu – 4 choices:

Classroom – set as the default and will be the majority of your assessments

Like Program – choose if your Technology Area has developed the Assessment for like programs across the state – for example, an assessment on Skidder operation that all Forestry instructors may be using.

Schoolwide – choose if your School uses the assessment across Technology Programs – for example, your school may have a common assessment for employability skills.

Statewide – choose if the assessment has been developed to be used with all Career/Technical students from all centers/regions

**Assessment Purpose:** Pull-Down Menu – select either Formative or Summative

**Assessment Category and “Test Type”:** a Pull-Down Menu for “Test Type” will display a list of assessments that fall in the assessment category that you have selected. The list of categories and associated assessment types is reproduced on the next page.

**Assessment Category Pull-Down Menu choices:**

- Brief Constructed Response
- Performance
- Process
- Product
- Selected Response

When you select an Assessment Category, a file named “**test types**” appears. See next page for test types associated with each assessment category.

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Note: There is a choice of “Nonelisted” in all the pull down menus that is set as the default. That means that if you don’t select a different option, “Nonelisted” will show up in reports and it looks silly so apologies – we’ll try to have it fixed in a later version of SIS

“Test Types” associated with each assessment category:

Test Category: **BRIEF CONSTRUCTED RESPONSE**

Test Type: Construct Graph  
Construct Table  
Construct Web  
Fill in the Blank  
Label a Diagram

Test Category: **PERFORMANCE**

Test Type: Debate  
Display  
Lab Demo  
Presentation  
Skill Demonstration  
Teach a Lesson

Test Category: **PROCESS**

Test Type: Conference  
Interview  
Observation  
Oral Questioning

Test Category: **PRODUCT**

Test Type: Essay  
Lab Report  
Log/Journal  
Portfolio  
Project  
Research Paper

Test Category: **SELECTED RESPONSE**

Test Type: Checklist  
Matching  
Multiple Choice  
Ordering  
True/False

**Confidence Level:** Pull-Down Menu with choices of High – Medium – Low. This is an optional field intended for instructors to indicate their confidence level that a particular assessment provides a reliable, valid, and fair assessment of students’ skills and understanding. Used as part of an assessment inventory, a particular assessment rating can help an instructor determine which assessments they would like help developing, and in which areas they are “all set”.